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ABSTRACT

The communication sequence that is being developed to form part of the business degree program at Kuring-gai College of Advanced Education in Australia is described in this paper. In addition, the paper examines eight factors influencing curriculum decisions concerning the development of the disciplinary sequence. The eight factors reviewed are the influence of: (1) established criteria for a disciplinary sequence, (2) particular competency requirements as compulsory preparatory studies, (3) the specialist versus generalist debate, (4) staffing profiles, (5) student profiles and adult learning theory, (6) social science theorizing, (7) the "new discipline" and its frontiers, and (8) other resource needs. (FL)

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COMMUNICATION COURSES FOR BUSINESS STUDENTS : INSTRUCTIONAL DESIGN AND CURRICULUM DEVELOPMENT FOR A DISCIPLINARY SEQUENCE IN COMMUNICATION STUDIES

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Paper presented at National Conference of Business Communication Teachers, Nepean College of Advanced Education, July 3, 1980.

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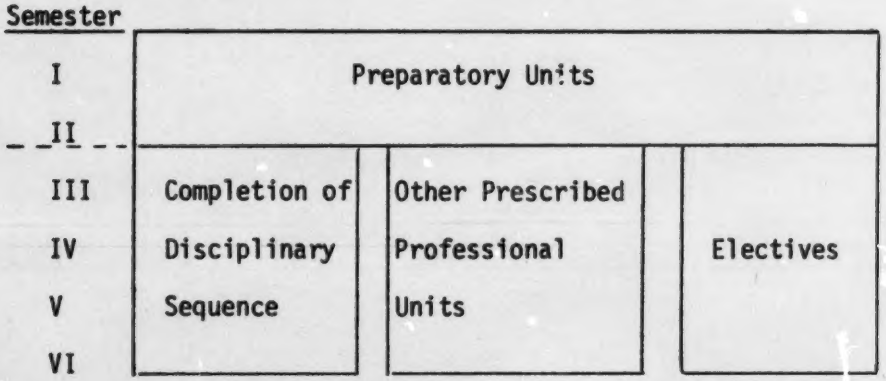
The purpose of this paper is to describe and account for the communication sequence which is being developed to form part of the B.Bus. program at Kuring-gai College of Advanced Education, and to explain the effects on curriculum process and product of eight interacting variables perceived to have influenced its development.

STRUCTURE OF BUSINESS DEGREE PROGRAM

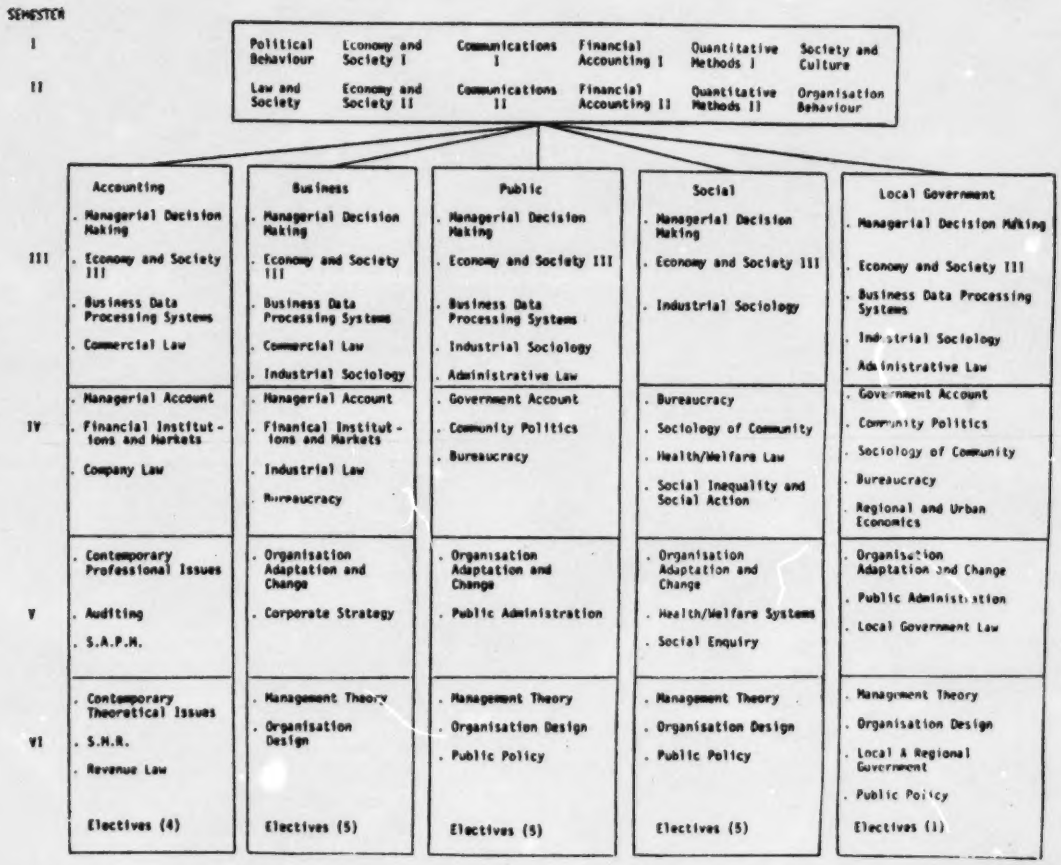
In order that the contribution of the communication units can be appreciated, it is first necessary to explain the basic structure of the degree program, which is ordinarily offered over 6 semesters to full-time students and over 12 semesters to part-time students. The following diagram illustrates the basic structure of the 6 semester format:



Within this overall structure, students may specialize in accounting, business administration, public administration, social administration, or local government administration. Of these specializations, accounting is by far the most popular. All units taken in the first

two semesters are common to all specializations and are compulsory so that decisions about election of specialization need not be made until semester three. Two compulsory communication units, one in each semester, are among the twelve preparatory subjects.

Beyond semester two, students engage in the study of units which add to preparatory subjects to form a "disciplinary sequence", study prescribed professional units relevant to their specialization, and choose elective units to meet their interests and needs. The following diagram illustrates typical course patterns in each of the specializations:



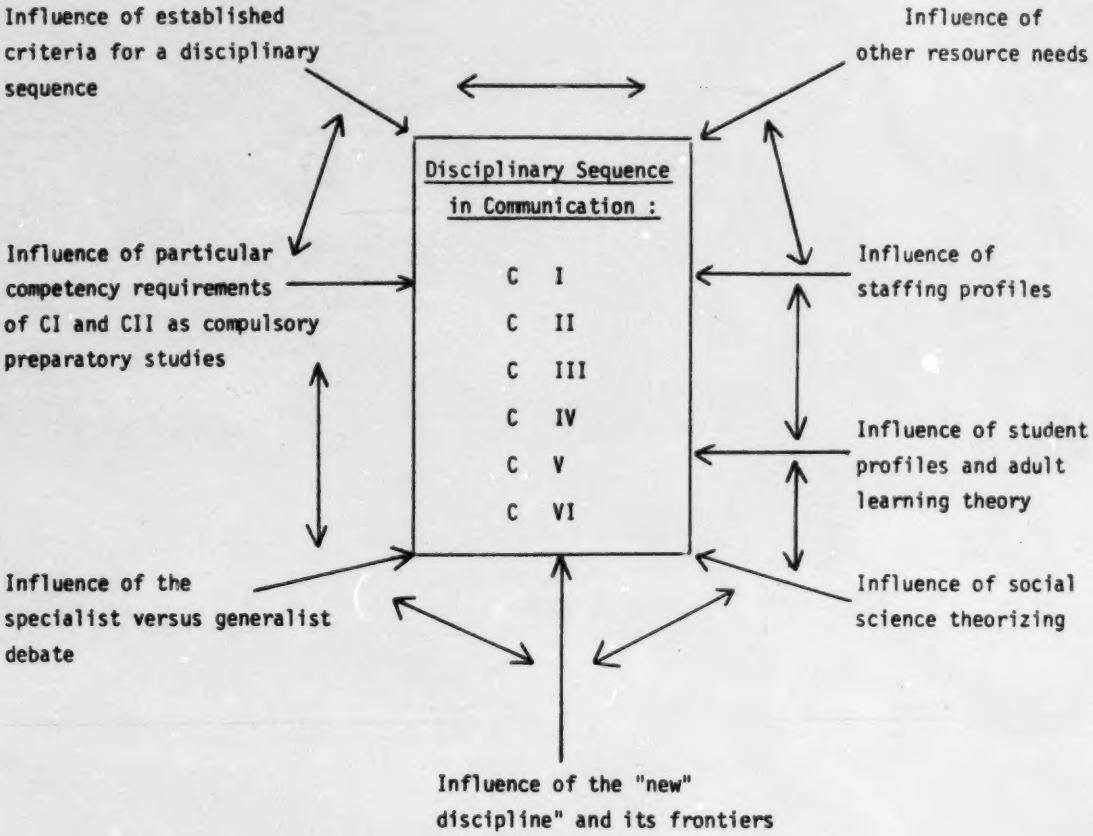
Over the past five years, communication electives in the areas of television, the mass media, and modes of communication, couid be undertaken individually as "free standing" electives or as part of an interest sequence. From the beginning of 1980, new units have been introduced to form the second phase of an elective sequence in communication. When fully operational in 1981, the sequence will consist of :

			Approx. enrolment
Communication I -	Interpersonal Communication	Compulsory preparatory units which have been taught since 1975.	450
Communication II -	Argumentation & Reasoning		350
Communication III -	Communication in Small Groups	Introduced in 1980.	40
Communication IV -	Organizational Communication		35
Communication V -	The Mass Media	To be introduced in 1981.	30
Communication VI -	Theories of Communication		25

After that time, the N.S.W. Higher Education Board will be requested to assess the sequence as a U.G.I. disciplinary sequence and it is being developed with this in mind. For this reason it is not business-specific and is designed to be equally useful to students in the College's Schools of Teacher Education and Library and Information Studies.

FACTORS INFLUENCING CURRICULUM DECISIONS CONCERNING THE DEVELOPMENT OF THE DISCIPLINARY SEQUENCE

Factors influential in decision making with respect to the development of a disciplinary sequence in communication may be summarized :


Influence of established criteria for a disciplinary sequence
Influence of other resource needs
Disciplinary Sequence in Communication :
C I
C II
C III
C IV
C V
C VI
Influence of particular competency requirements of CI and CII as compulsory preparatory studies
Influence of staffing profiles
Influence of student profiles and adult learning theory
Influence of the specialist versus generalist debate
Influence of social science theorizing
Influence of the "new" discipline" and its frontiers

Following sections examine each of these influences and the interaction among them.

INFLUENCE OF ESTABLISHED CRITERIA FOR A DISCIPLINARY SEQUENCE

The Australian Council on Awards recognizes the need for UGI (undergraduate degree) programs to require disciplinary training and through this the development of disciplinary skills, with disciplinary training being developed and disciplinary skills being acquired through the undertaking of a disciplinary sequence extending over three years of full-time study or its equivalent.

This terminology may appear to present problems for an eclectic study like that of human communication. In a reaction to what may be termed the "interdisciplinary stigma", communication scholars have for years attempted to legitimize their study as a discipline. When they have realized that, in the traditional sense no discipline of communication exists or ever has existed, they have fallen back on the "next-best-thing" claiming the status of an "emerging discipline", a "multidisciplinary study", an "interdisciplinary study", or a "cross-disciplinary" study.

In a 1978 paper entitled "Degrees and Diplomas : A Discussion Paper" Bill Birkett, Head of the School of Financial & Administrative Studies at Kuring-gai C.A.E. addressed this issue, making a useful distinction between "traditional disciplines" and "newer disciplines", of which the study of communication is an example :

> "The label 'discipline' is typically used to denote a product and a process - a 'body of knowledge' about a particular set of phenomena which has been selectively refined, and cumulatively developed as a result of enquiries which use established analytic and empirical methods. Disciplines are distinguished by the particular phenomena investigated

> and by the different concepts and theories used to order descriptions and explanations of that phenomena ---- The label 'traditional' is given to disciplines whose methods of enquiry have been refined and developed through many years of experience, and which have as a result a body of knowledge which is accepted as 'tentatively proven' by its practitioners. It is likely that in 'newer' disciplines there would be less regarded as 'tentatively proven' and more dispute about the acceptability of alternative methods of enquiry" (1978:20).

This being the case, there is no contradiction in the notion of a disciplinary sequence in communication studies : the difference between the study of communication and traditional disciplines such as history or economics is one of degree rather than of kind. To accept that communication is a "new discipline" helps draw attention to its recency and relevance to contemporary life.

Disciplinary training, involves analysis of the concepts, theories, "knowledge", methodologies, and "intellectual paradigms" which make up the body of thought of the discipline, analysis of the structure and functioning of the phenomena defined by the discipline as being its concern, and analysis of the ways these phenomena have changed and are likely to change and of the ways in which the body of thought of the discipline has changed or is likely to change. Thus disciplinary training involves the tracing of "revolutions" of thought historically (for example the revolution that changed the focus from "speech" to interpersonal communication) and also involves judgements about the discipline's "futures."

According to Birkett (1978:21), in a pedagogic sense a disciplinary sequence can be expected to :

* deal predominately with observational and descriptive material in its early stages

* deal predominately with abstractions and theoretical and methodological issues in the later stages of the sequence

* involve the progressive development of depth and rigour by the asking of more difficult questions of increasingly more complex phenomena

* involve the progressive development of analytic and constructive skills

* require applications at some minimum level with phenomena and with research into those phenomena

In addition, Birkett (1978: 21-22) argued that the outcome of disciplinary training, acquired through the study of a disciplinary sequence, is the development of a set of disciplinary skills, which include:

* skills in the use of analytic techniques, theoretical models and empirical methods of inquiry

* skills in the evaluation of the literature of a "discipline" and literatures generally

* skills in the construction and expression of arguments

* an understanding of extant disputes in the literature of the "discipline"

* an awareness of the different relations that may hold between ideas and phenomena

These notions of disciplinary training (via a disciplinary sequence) to achieve a set of disciplinary skills have set general guidelines for the development of disciplinary sequences, including the disciplinary sequence explained in this paper, within the College's School of Financial and Administrative Studies.

INFLUENCE OF PARTICULAR COMPETENCY REQUIREMENTS OF COMMUNICATION I & II AS COMPULSORY PREPARATORY STUDIES

The twelve preparatory units of the business program are designed to develop personal competencies (e.g. quantitative methods, communication) and to develop social perspectives (e.g. law and society, political behaviour, society and culture, economy and society).

There is thus an immediate requirement that the two foundation units in communication be competence-developing studies, as well as being suitable foundation units to meet the criteria to be applied in judging a disciplinary sequence. The introductory units in interpersonal communication (Communication I)and argumentation and reasoning (Communication II) seek to affect the willingness and capacity of students to participate in quality interpersonal communication through the development of:

* competency in empathic communication, including competency in listening and descriptiveness
* competency in "owning" feelings and thoughts and in constructively disclosing them
* competency in establishing and sustaining a smooth and easy pattern of interaction
* competency in assertiveness, the ability to engage in socially acceptable expressions of personal rights and feelings
* competency to appropriately adapt to different others
* competency to analyse persuasiveness in communication and to communicate persuasively
* competency to analyse argument and the role of argument in communication
* competency to construct reasonable arguments

Although these two introductory units cover different phenomena and approach human communication from the apparently different perspectives of interpersonal relationships and argumentation and reasoning, they both adopt the view that <u>interpersonal communication is the reciprocal creation of meaning</u> and are both committed to the view that communication competence is the ability or capacity to optimize the reciprocal creation of meaning. Further, they are related in that both

are designed to offer the student a "three-way pay-off" by being personally relevant, professionally relevant, and academically relevant. The units are designed to make known to students the advantages to be gained in personal, intimate relationships, as well as business-related relationships, of knowledge about and skill in interpersonal communication and of the "academic" benefits to be gained when they apply learnings from the preparatory communication courses (e.g. tolerance of other students and lecturers and skill in argumentation in workshops and essays) to their academic pursuits at the College and beyond.

But the preparatory units in communication are not simply skills or competency units of the "how-to-do-it" type. They are based on the premise that competency development, retention, and transfer to real-life situations, is more likely to occur if it is based upon:

- an understanding of the process of human communication and the factors influencing it
- an appreciation of the effects of the attitudes and orientations of participants in the communication process upon that process.

These objectives are achieved through an extensive program of reading and through submission of written assignments designed to have students "internalize" and apply the knowledge they acquire in addition to a wide range of structured workshop excercises which demonstrate the factors affecting interpersonal communication as well as providing opportunity for the practice of skills. Participation in the units involves students in reading, talking, and writing about their experiences, including those which arise from experiential workshop exercises as well as those of their "real worlds", and in analysing communication processes and influences. Readings and written exercises are designed to introduce students to research and theory building in these two areas.

INFLUENCE OF THE SPECIALIST VERSUS GENERALIST DEBATE

Very early in thought about the development of the disciplinary sequence, the specialist versus generalist debate was considered. As has been noted previously, the field of human communication is eclectic and its resultant literature enormous. This literature reflects great diversity of interest and research and includes enough ground to provide content for limitless sequences at both undergraduate and postgraduate level. One problem that arises at the outset is whether to attempt specialization or to adopt a generalist approach and survey the area broadly.

The specialist approach is appropriate and even necessary in planning sequences in programs that are professional in nature and which seek to qualify professionals in the communication fields of journalism, public relations, advertising, consumer behaviour, television and radio production and so on. In those areas, curriculum developers have no option but to devise specialist programs and sequences based on the best available estimates of the specialist needs of the field for which students are being prepared because professionally oriented programs stand or fall on the ability of graduates to perform particular tasks.

The issue is not so clear cut, however, when the task is to develop a sequence that does not seek to produce prefessional specialists but which aims to meet the criteria for a disciplinary sequency and aims to provide a broad, sound base for postgraduate study for those who might seek it. Here a specialist approach, which might cater for staff interests and gain quality this way, would be severely limited by its narrowness and would omit the enriching perspectives that come with breadth of outlook.

On the other hand the generalist approach has, in addition to the problems of content selection from a myriad of possibilities, the potential problem of presenting superficial knowledge about all the fields represented without regard to sufficient depth in any. Associated with this is the potential problem of articulating units so that they flow one from the other and so that this flow is apparent.

What is needed to assist articulation in a generalist sequence is a common thread to link units. One such possible thread, and one chosen as a basis for linking the units in the K.C.A.E. sequence is that of creation of meaning:all of the units in the sequence are based on a view of communication as meaning-centred. As noted previously, the most fundamental assumption of the two foundation units is that communication is the reciprocal creation of meaning with both interpersonal communication and argumentation and reasoning being approached from and integrated by this perspective. The same perspective has been extended into the sequential units focusing upon small group and organizational communication: in the latter, for example, the traditional mechanistic view of communication in organizations has been replaced with a unit that seeks to explore how meaning is created and reciprocated in organisations and between organizations and their publics. The same view of communication can be extended, almost intact, into the realm of the mass media:"almost intact" because the idea of "reciprocal" creation of meaning may cause some difficulty in mediated contexts. However, technological developments which switch attention in mass media analysis from "receivers" to "responders" (e.g. the QUBE system in Columbus, Ohio) provide scope for analysis of how reciprocal creation of meaning may soon characterize mass communication.

Another "unifying thread" which can assist articulation in a generalist sequence is the notion of communication competence. This notion has been extensively applied to both interpersonal and organizational communication, where it has been distinguished from linguistic competence (the set of principles necessary to operate with language) and accepted to mean the ability to select and practice from a repertoire of communication skills those appropriate to a particular interaction. In the K.C.A.E. sequence, the same notion underlies the unit in argumentation and reasoning and the unit in communication in small groups. In each of the first four units in the sequence, the principle of selection and practice of appropriate behaviours to achieve competence, seen as ability to facilitate the reciptrocal creation of meaning, is fundamental. With some modification, the notion of competence underlies the mass media unit: in this case what is referred to in competence in analysing media content, audiences and effects and in making decisions about media use.

The effort to articulate the units in a generalist sequence can also be enhanced by canvassing the whole field of human communication in search of what might be termed unifying concepts. Any superficial effort to do this is not likely to prove rewarding. Because the study of communication has tended in the past to be fragmented with specialists concentrating in areas such as journalism, group processes, the politics of information, interpersonal communication and so on concepts identified as basic to the study of particular problems have tended to be restricted to the areas in which the problems arose. But many of them would seem to have applicability across a much broader part of the spectrum of communication study. Some examples will illustrate the argument:

- social psychologists have usefully applied the principles of object perception to person perception which is now well established as a concept in interpersonal and group communication units but capable of greater use in organization contexts; as well, the concept could be applied further to the perception of events as depicted by the media.

- power as a factor in human communication has been extensively explored by small group and organizational theorists; through the study of dominance/submission in dyadic relationships, interpersonal theorists have paid it some attention but this has been minor and not in proportion to its influence in face-to-face intimate and work relationships.

- the "gatekeeper" notion was introduced and has been extensively used in the field of mass media analysis; despite its considerable potential for explaining some aspects of interpersonal, small group, and organizational communication it has received little attention in these settings.

- "communication apprehension", the study of what makes people apprehensive in face-to-face interactions (sometimes selectively) has been widely used but rarely applied to mass-mediated settings; without specifically using the term, mass media analysis has often sought to discover why some audiences are (sometimes selectively) apprehensive about some messages; no study of persuasion and attitude change can ignore the notion of apprehension.

What is being argued is that these "basic concepts" or constructs, while they have arisen and been most commonly used in one field of communication study, have validity across the whole field and are in no way context restricted to one area of study. As such, they are valuable in giving unity to a generalist sequence, and at the same time provide a springboard for original activity in the capstone theory unit.

One other possible approach to resolving the specialist versus generalist dilemma in sequence planning is to devise a generalist sequence to cover the field broadly and then to allow specialization by providing electives to allow students to follow individual interests. This idea is attractive and may form the basis for future developments in "free-standing" elective offerings, for example in the area of television where the College is supported by a fully equipped studio and where students undertaking the marketing sequence might also be

attracted. In the meantime, the sequence developed strongly reflects a generalist approach.

INFLUENCE OF THE "NEW DISCIPLINE" AND ITS FRONTIERS

Research and theory building have produced multiple "bodies of knowledge" relating to the fields of enquiry relevant to human communication and from which the new discipline draws. From these numerous frontiers of knowledge comes the "content" of the new discipline, the pool of knowledge and the research efforts upon which a disciplinary sequence can draw.

These various fields of enquiry are not discrete and can be grouped or classified in various ways, all of which inevitably involve overlap. For example, the International Communication Association recognizes eight frontier areas : information systems, interpersonal communication, mass communication, organizational communication, intercultural communication,political communication, intructional communication, and health communication. Others, including universities and colleges, particularly within the United States, have reflected different divisions when establishing departments or departments within schools of communication and have identified other fields or sections of those recognized by the I.C.A. e.g. small group communication, managerial communication, journalism, telecommunications, public relations, media management, public communication, the study of persuasion and attitude change, and so on.

Divisions or classifications adopted are not of major significance. What is significant in the development of a broad-based generalist disciplinary sequence is to ensure that research and theory representative

of the whole field is included regardless of the major thrust of the six units incorporated in the sequence and the titles chosen to label them.

In the disciplinary sequence being implemented at Kuring-gai C.A.E. the units deal with interpersonal communication, argumentation and reasoning, small group communication, organizational communication, the mass media, and theories of communication. These major thrusts are representative of the major research and theory building areas in the study of human communication, are relevant to the total K.C.A.E. program and do not overlap units offered by other departments (e.g. marketing, consumer behaviour, politics of information). They are arranged in this order to allow logical development from two-person, through group and organizational contexts to mass mediated contexts and to allow movement from known and direct experience to the less well known and to indirect experience. Ordering in the manner chosen also allows movement from observational and descriptive material through to abstractions, theoretical, and methodological issues in the later stages of the sequence: this movement is a necessary ingredient of a disciplinary sequence.

Given all this, it is worth noting again that the titles of the units summarize their major thrusts but do not exclude the opportunity of drawing upon other areas pursued in the study of human communication. Each unit draws on each other in the sequence and from other areas not reflected in the titles of any. For example:

. the interpersonal unit relates interpersonal communication to group and organizational contexts and draws also upon the area of intercultural communication.

. argumentation and reasoning is taught in the context of interpersonal behaviour (rather than "speech" or debate) and is thus related back to the interpersonal unit and forward to all other units in the sequence so that argumentation in all communication contexts is a recurring theme.

. the unit dealing with communication in small groups introduces greater contact with theory than do either of the earlier units. Students expand the knowledge they gained in the interpersonal unit with respect to theories of self and symbolic interaction and theories of person perception and attribution and are brought into contact with theories of group dynamics, cognitive theories of group attitude, value, and behaviour change, and exchange theories of social power and equity in groups; these theories also relate forward to later units in the sequence.

. organizational communication examines the ways in which communication behaviour in organizational contexts differs from that in other contexts such as interpersonal and small group and examines the impact upon organization communication of communication technology. In examining internal and external public relations efforts in relation to organizations it also introduces students to media management both within organizations and between organizations and their publics in ways that relate forward to the mass media unit. Additionally, the unit introduces students to theory building in an area where little theory building has been carried out.

. the first four units of the sequence involve frequent reference to, and example from, the mass media. The interpersonal unit introduces students to persuasion and attitude change and this is explored further from the argumentation and reasoning viewpoint and later in the contexts of groups and organizations. The organizational communication unit includes coverage of the effects of communication technology on organizational communication. In these ways the earlier units all provide background for the mass media unit which will look at the uses of mass communication, together with analysis of media use in applied contexts such as health communication and political communication: all of this occurs within the context of mass media theory and theories of persuasion and attitude change.

. the final or capstone unit in the sequence is concerned with theory; as the conceptually most advanced unit, the theory unit will re-analyse and integrate the theory building work

reviewed in earlier units and involve students in theory building and in the search for common underlying concepts which give coherence to the sequence and to the developing new discipline; this unit also seeks to integrate knowledge and experience gained in earlier units in empirical methods of inquiry, including problem formulation, designs for experimental and quasi-experimental research, measurement concepts, and data collection and analysis; however, in addition to the detailed examination of communication theory, this unit will extend the student's knowledge of theory and theory building in general, using knowledge about communication theory gained from the sequence as a vehicle for doing this (see next section).

INFLUENCE OF SOCIAL SCIENCE THEORIZING

To meet the criteria for recognition as a disciplinary sequence set out earlier in this paper, the final unit must do more than synthesize the various communication theories which formed the basis of the earlier units but must provide insights into theory - building more generally and impart to students an understanding of how "knowledge" is arrived at and modified as the result of argument and research. The final unit is thus designed to reinforce and further develop the skills acquired earlier in the sequence in analysing and evaluating the communication literature, to deepen further insights into the nature of theorizing and the uses of theory, to describe, analyse and evaluate the leading theoretical models presently in dispute in the communication literature, to examine the problem of corroboration of theories in social science generally and of theories of communication in particular, to examine the process by which theoretical disputes in communication may be resolved and theories developed by reference to general scientific procedures for resolving problems and to the social mechanisms by which the scientific community reaches a consensus about the reliability of particular bodies of ideas and makes this knowledge public.

Knowledge about knowledge is one of the marks of a graduate and should be the outcome of the study of a disciplinary sequence, regardless of the discipline.

INFLUENCE OF STUDENT PROFILES AND ADULT LEARNING THEORY

Students undertaking the disciplinary sequence in communications are adult students. In the preparatory units (Communications I and Communications II) approximately two-thirds are "mature-age" students with the remainder being recent school-leavers. In later units greater balance between the two groups is attained. These students, like students entering any tertiary program, differ with respect to a number of variables. They manifest different communication skills (for example in interpersonal communication competency, writing, analysing argument, sonstructing argument, group performance), different knowledge of and attitudes to their own communication, differing cognitive styles which influence their communication abilities, and differing personalities, motivations and expectations.

Drawing students both from school and as part-timers from the work situation means that they also differ with respect to their academic backgrounds, work experience, and ability to test and apply learnings to real-life business situations.

The above analysis of typical student profiles and the relevant literature pertaining to adult learners suggests that:

- the sequence should commence with each student's presenting capacities on entry

- the preparatory units should meet defined minimum skill objectives necessary for communication in the student's personal, professional, and academic life.

- the sequence should connect with other units a student is taking concurrently and subsequently and should be designed to assist and reinforce those other units.

- the sequence should be interesting and enjoyable as well as academically challenging and personally and professionally relevant and useful

- the sequence, particularly in its early stages, should involve active, experiential learning

- the sequence should be designed to make use of the student's prior and present experiences and provide opportunity for immediate application for those part-time students who are currently employed in business settings.

- The sequence should be designed to allow the connection with past and present experience to move them progressively from personal to general analysis, from the concrete to the abstract.

INFLUENCE OF STAFFING PROFILES

One considerable advantage of the Department of Communication Studies at K.C.A.E. had in the development of this sequence was a staff with a wide range of backgrounds which tended to be generalist rather than specialist so that the curriculum development process was not confused or hindered by any one or two staff members "pushing their own barrows" and expecting the sequence to develop as a response to their own special interests and whims. Rather, the staff of the department showed willingness to plan the best possible set of courses to meet the particular demands of the situation and then showed preparedness to try new approaches and re-train to establish themselves either by formal coursework or publication in the fields which are included in the sequence. This brought advantages to all the units in the form of fresh perspectives but the principal advantage lies in the fact that the whole sequence

is developed around the influences that rightly should shape it in the K.C.A.E. setting rather than the individual interests, "hobbies" and whims of individual staff members. A visit to some 15 or so major U.S. university departments and schools of communication in 1978 convinced the writer that while pandering to the interests of staff members makes staff happy, produces popular courses and provides research interests, it often fails to produce coherent, consistent sequences.

In addition to the advantages which accrue from flexibility of thought of the present staff of the department and their preparedness to teach in what for them have been new areas, has been the advantage of the flexibility of the total staffing profile of the department. A number of establishment positions in the department funded by the business school have not been permanently filled. They have been occupied by part and half-time tutors (sometimes on loan from other College departments) and by an International Fellow in Communication Studies. In the case of the latter, one establishment position is rotated annually for a Visiting Fellowship and Visiting Fellows are chosen according to the potential they can offer in the development and teaching of the sequence in any twelve months of its development. When the sequence is fully operational, the option then remains to persist with the Visiting Fellowship scheme in order to continue to bring new inputs or to make additional short-term or permanent local appointments to meet the on-going needs of the sequence. Apart from the direct contribution to course planning made by the fellowship scheme, it has come to make a very worthwhile contribution to the staff development through participation in team teaching in the sequence as well as participation in other curriculum committees of the department.

INFLUENCE OF RESOURCE NEEDS

The principal back-up resource needs,other than staff, for the implementation of a sequence of this type are library resources (book and non-book) together with some support from the College's production services unit and access to and use of the College's television studios. In the latter regard, the College is well provided with these resources and they are readily available to the Department.

Library resources of both the book and non-book kinds are vital if a sequence of this kind is to be able to meet the criteria for a disciplinary sequence. Fortunately, the Department has successfully bid for its share of College resources in this respect, having built a collection of materials which have cost in excess of $40,000. Continued funding is allowing this collection to continue to grow rapidly. As the growth period in acquisition of library holdings has co-incided with the development of the sequence, no problems have arisen in acquiring appropriate resources to support the sequence.

CONCLUSION

Two-thirds (i.e. four units) of the sequence described above is now operational and the remaining units are under development. This paper has described and explained the instructional design and curriculum foundations of the disciplinary sequence which has been shown:

- to be predominantly observational and descriptive in its early stages, with a significant amount of learning planned to occur experientially.
- to be progressively abstract and theoretical in the latter stages, which are also characterized by increased emphasis upon methodological issues.
- to involve the progressive development of depth and rigor by the asking of more difficult questions of increasingly more complex phenomena; the sequence begins with the "known" and relevant area of interpersonal communication and proceeds, after dealing with increasingly complex phenomena, to a unit which deals with theories of human communication and with theories generally.
- to involve the progressive development of analytic and constructive skills
- to require applications with phenomena and with research into that phenomena: this application occurs in all units

in the sequence, which is structured to strike an appropriate balance between theory and practical application.

The disciplinary sequence in communication studies seeks to develop, over six semesters of study, a set of disciplinary skills. Specifically, these skills include:

- skills in the use of analytic techniques appropriate to the study of human communication, skills in theory and model analysis and development, and skills in empirical methods of inquiry relevant to communication; these latter skills include modes of empirical inquiry emphasising problem formulation, basic designs for experimental and quasi-experimental research, basic measurement concepts, and methods of data collection and analysis.
- skills in the evaluation of the literature of the developing cross-disciplinary study.
- skills in the analysis, construction and presentation of arguments: this is an essential component of all units in the sequence but is the particular focus of study of the second unit which specifically deals with argumentation and rhetoric in a way which is applicable across a variety of areas of study and in a variety of contexts.

ACKNOWLEDGEMENTS

Major contributions to the sequence and its development have been made by Dr. Jim Van Leuven, Professor of Communication at the University of Idaho and International Visiting Fellow in the Department of Communication Studies at K.C.A.E. 1979-80, and by Dr. Glen Lewis, Dr. Elizabeth More and Mrs. Shirley Saunders, lecturers in the Department who, with the author, developed the initial proposal for the sequence in 1978. In addition, the assistance of staff from a number of other College Departments who represented those departments on Communication curriculum committees is gratefully acknowledged.

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The references listed below influenced this paper indirectly by influencing the development of the disciplinary sequence it describes and accounts for. The works by Irwin, More, Lewis and Forster, More and Lewis, More and Meyer, Van Leuven, and Van Leuven and Irwin originated within the Department of Communication Studies at K.C.A.E.

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